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ABSTRACT

The Older Worker Readiness Program, a demonstration program funded by the Kentucky Department for Employment Services during 1987-88, developed three centers to provide a combination of job search skills and literacy skills for individuals over 54 who want to enter the work force. A job placement component eventually was put in place for participants who finished the course. The three sites, developed in cooperation with existing agencies or organizations and using space on college campuses, were in a small city, a larger urban area, and a metropolitan area. The key instructional components of the program include (1) one-to-one tutoring; (2) reading, writing, math, and job search curricula; (3) instructors who also are older than 54 and who meet Job Training Partnership Act low income guidelines; (4) use of the language experience method; (5) active involvement of participants in the planning of the instruction in order to increase their feelings of self-worth and motivation to continue the program; (6) use of computer-assisted instruction; (7) materials that are appropriate for adult students; (8) materials that are job related when participants know what job they want to prepare for; and (9) opportunities to practice job contact calls and interviews. (The document includes information on staff selection and training, participant recruitment, goals and objectives, evaluation, and instructional materials. Sample letters, a description of the entrance testing procedure, counseling and tutoring forms, a sample workshop agenda, a participant data sheet, and profiles of older workers are included.) (CML)

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# OLDER WORKER READINESS PROJECT

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## JOB PREPARATION CENTERS FOR INDIVIDUALS 55 AND OVER

Kentucky Literacy Commission

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## AN OVERVIEW

The Kentucky Literacy Commission developed the Older Worker Readiness Program utilizing funds available under contract with the Department for Employment Services. This demonstration program, during program year 1987–88, provides a combination of job search and literacy skills including reading and math training for individuals age 55 and over who wish to enter the workforce. In addition, a job placement component was put in place to assist participants completing the course.

Older Worker Readiness Centers were developed in three sites: small city, urban and metropolitan. In each case, the centers were developed in cooperation with an existing agency or organization. This cooperative arrangement enabled programs to be more easily integrated into the communities.

## KEY INSTRUCTIONAL COMPONENTS

- Instructional curriculum incorporates reading, writing and math, as well as job search. Participants are taught primarily on a one–to–one basis. These activities are supplemented by a job search group workshop which brings actual employers in to talk with participants.
- The specially trained paraprofessional instructors are peers of the participants, also age 55 and over, who use instruction based upon the language experience method.
- The participants' active involvement in the planning of the instruction increases their feelings of self worth and motivates them to continue in the program.
- A portion of each participant's instruction utilizes computers. This helps the participant overcome feelings of apprehension toward technology.
- Materials and books have been chosen for adult students and integrate job search information and motivation to work into the content studied. Participants who wish to train for a particular occupation are afforded the opportunity to use actual job–related manuals and relevant materials in their instruction.
- Participants are given opportunities to practice job contact calls and interviews, thus gaining more confidence in their ability to do well in job seeking.

# THE PROGRAM

## INTRODUCTION

Kentucky has a significant population of people age 55 and over, and the largest percentage of adults of any state who are functionally illiterate. Problems associated with obtaining employment are great for all undereducated adults, and are multiplied for the older adult.

An increasing number of Kentuckians are entering the "age 55 and over" group. As the population ages, the economic impact of this group will be increasingly reflected in the overall economic status of Kentucky.

In order to support this group of individuals, special programs are needed to equip them with the skills necessary to obtain and keep employment. Toward this end, the Older Worker Readiness Project was designed. The project, developed and tested during the 1987–1988 program year, was designed to address the specific educational and job search needs of the over–55 population.

Three sites – one rural, one urban, and one metropolitan – were chosen to pilot the program. Centers for training were established in cooperation with local sponsoring entities to enable the programs to become identified with an existing organization.

## BACKGROUND

The Kentucky Literacy Commission has been providing funding to local groups to carry out literacy services to adults reading at or below the fifth grade level since 1985. This funding, however, was sufficient to operate only limited programs. Additionally, data compiled through local Employment Services offices indicated that a substantial number of individuals in the over 55 age group were unsuccessful in their attempts to enter the workforce. The commission, seeing an unmet need for a targeted service to individuals age 55 and over, sought and received special funding through a contract with the Kentucky Department of Employment Services (JTPA, Title II–A category funds) to develop and test a program for individuals age 55 and over, combining literacy and job search skills.

Funds for the Older Worker Readiness Centers were made available in July of 1987 and program development was begun. The first site was opened in September of 1987, the second site in November, 1987 and the third site in February, 1988.

## PROGRAM STRUCTURE

The Older Worker Readiness Centers combine reading and writing (literacy), math, and job search skill acquisition in a single non–threatening setting for older individuals. In addition, staff of the centers assist participants with job placement activities after completion of the instructional phase of the program. The curriculum and the materials for the centers have been specifically selected for the adult learner. Community leaders and business people are involved in both the design of curriculum relating to job skills and continue as instructors in the job skills workshops offered as part of the center activities.

The centers utilize several unique components in their delivery of services:

1. They each operate on a college campus (in donated space).
2. The instructors in the program are peers of the participants – also age 55 and over, and they are themselves JTPA eligible, meeting low income guidelines. The instructors receive extensive training in working with adults and thus develop marketable skills.
3. The instruction is learner–directed as much as possible, with the participants being very involved in deciding what types of materials they prefer and what skills they wish to begin acquiring.
4. All participants are instructed in part, with specially designed computer programs for adults (low reading level, high interest). These inexpensive software programs are suitable for use in a variety of adult education settings. (See Appendix I, *List of Instructional Materials*).
5. The senior trainer works with community businesses to help secure job placements.

The Older Worker Readiness Centers are open Monday through Friday from 9:00 a.m. to 5:00 p.m. Participants are allowed to schedule their individual appointment for instruction at a time convenient to their schedule, typically two hours, two times per week. Completion of the program is determined by goal attainment, rather than fulfillment of a set number of instructional hours.

Group activities, i.e. Job Search Workshops, are structured more formally, with a specified number of hours required. Community business representatives are brought in to assist in teaching the workshops. In instances where participant transportation is unavailable, staff travel to adjoining areas to provide instruction.

## STAFF SELECTION and TRAINING

Applications for Older Worker Readiness Center staff are obtained through local newspaper advertising, the Department of Employment Services, and contacts with local persons interested in the literacy effort and in job training. After the screening and interview processes, the director and the program coordinator select three staff members for each center: a senior trainer and two trainers who meet JTPA age and income eligibility requirements. In addition, staff members are selected on the basis of education, previous experience in teaching and/or tutoring, previous experience in administration (for the Senior Trainer), and personal qualities judged important for effective tutoring, including the ability to listen attentively and speak clearly, a positive attitude toward teaching and learning, and a desire to help others.

After staff selection, training is accomplished in two stages:

1. An initial three–week course especially designed for older worker program staff conducted by the program director, the program coordinator, and educational consultants;
2. On–going weekly in–service training seminars planned by the Program Coordinator.

The course provides an orientation to literacy, the goals of the Older Worker Readiness Program, and the functions of the local Department of Employment Services office. This general orientation is followed by a presentation on the strengths and special needs of the older adult learner. A major segment of the course includes instruction in computer use, developing

job search skills, tutoring math, and tutoring reading using the language experience approach and a basal series in conjunction with this approach. After attending sessions on intake procedures, record–keeping, testing, and recruitment planning, staff members study instructional materials and observe experienced tutors and students at the local adult basic education center. In–service training consists of weekly seminars conducted by the Program Coordinator and special consultants. These seminars help staff with recruitment problems, lesson planning for participants, teaching techniques, and other matters relating to their daily activities. Often, the Program Coordinator plans seminars according to needs expressed by the staff.

Upon completion of the initial training, each staff trainer is certified by Literacy Volunteers of America, one of two nationally recognized literacy organizations.

## PARTICIPANT RECRUITMENT

Recruitment methods and approaches are similar to other existing literacy and adult education programs in the service areas, except that they are directed to the specific population for which the program was designed.

The following list is an example of techniques and explanations of the program's recruitment efforts to date:

1. **Printed Material** – Posters, flyers, brochures and cards were printed and placed in as many businesses, agencies, etc. as would receive them. Concentrated effort was given to areas where older adult populations are high. (See Appendix II, *Poster*).
2. **Networking** – A contact person was established at all locations where printed material was left. Periodic follow–up with these contacts was essential. Staff were also encouraged to promote the program to friends and neighbors and at social gatherings in an informal manner. (This method is traditionally one of the more effective recruitment techniques.)

3. **Word of Mouth** – While similar to networking, it was the participant who communicated program information to other potential participants. Generally, participants are familiar with other individuals who are in a similar situation. This is usually an effective recruitment technique if current participants have had positive results.

4. **Referrals** – Staff members contacted social service agencies, senior centers, churches, employment services and the network that had already been established. These contacts were formal or informal depending on the referral origination. (Refer to Appendix III, *Letters*).

5. **Business Community** – Personnel offices were contacted to post information in high traffic areas within the workplace. Many larger companies also provided company newsletter space for program information. While not directed at employees, the program was presented to attract relatives, family members and friends. The local Chambers of Commerce were helpful in distributing materials and providing awareness in the business community.
   Importance was placed on a good foundation with businesses because they would be future contacts for placement of clients. (See Appendix III, *Letters*).

6. **Senior Citizen Agencies** – Local senior centers, AARP chapters and the local Council on Aging office were obvious and excellent contacts for direct communication with the specific population targeted for service. Staff who are peers of the service population and members of senior groups are a natural link to those groups.

7. **Direct Mailings** – Although this method did not generally have a high rate of success based upon percentage of response, those who responded were more likely to follow through, if qualified, because of self–referral.
   Mailings were directed to area churches, businesses and to past eligible participants in JPTA programs, using lists provided by the Department of Employment Services. Food Stamp recipients also received informational cards through the mail and at distribution centers. Results have been good with this inexpensive approach.

8. **Radio and Television** – Public Service Announcements were placed on local radio and cable T.V. stations to help increase awareness. Securing guest spots on radio and television talk shows was another excellent awareness tool, although availability was limited in some areas.

9. **Public Awareness** – Many local service clubs and organizations were pleased to offer time at meetings for information concerning local programs which would benefit the community.

10. **Displays** – There were opportunities to set up information booths at bingos, health fairs, malls, etc. The displays ranged from simple posters to more elaborate slide shows.

These activities are examples of recruitment methods that are on–going throughout the year. Since the three centers have been operational for less than a year, it is difficult to say which approaches have been most effective. Currently, center staff are logging incoming calls to determine this information.

## BASIC ENROLLMENT REQUIREMENTS

Persons enrolling in the Older Worker Readiness Program are required to meet specific guidelines as set forth by JTPA regulations. Center staff schedule an appointment with prospective participants to determine their eligibility.

Participants must be at least 55 years of age, have a limited income, possess a limited educational skill level, and be interested in entering or re–entering the workforce.

Income is determined by a sliding scale depending on family size. The older individual may be considered a family of one and still be eligible, even when combined family income is too high. Eligibility is ultimately verified by the JTPA representative at the Department of Employment Services.

Educational skill level is confirmed through pretesting (see EVALUATION), not by relying on the participants' reports of highest grade completed. If the

individuals score an 8.0 grade equivalent or less in reading or math on the TABE (Tests of Adult Basic Education), they meet program qualifications.

## STUDENT GOALS AND OBJECTIVES

The primary goal of students entering the Older Worker Readiness Program is employment. However, those who are accepted into the program also need improvement in reading and/or math skills.

Generally, participants fall into two categories: those functioning below the 5th grade level and needing an across–the–board and structured approach, and those who are functioning between the 5th and 8th grade level and requiring concentrated work in specific skill areas. For a detailed schematic of placement procedures, refer to Appendix IV, *Entrance Testing Procedures for Reading.*

Goal setting and instructional plans related to participants' studies and employment are discussed as part of the initial evaluation and periodically updated during their enrollment. The participant and instructor jointly complete an instructional plan, including goals and objectives (see Appendix V, *Counseling Record Form.*) A participant may enter the program with no specific employment objective, or may have a very specific (but sometimes unrealistic) objective. The center staff will increase the participant's awareness of the job market and potential career choices by narrowing or expanding the possibilities, depending on attitude, ability, and interest.

Many adults are hesitant to admit their lack of reading skill. Therefore, staff are trained to be sensitive to their feelings, and employ a positive approach in highlight and validate past achievements and experience. Through the process of exploring and amplifying previous work experience, life experiences and interests, participants are able to expand their career aspirations and the realm of job choices available to them.

Throughout the program, emphasis on participant perception of progress is emphasized. All activities are geared toward the goals of the participant, and joint assessment of progress by the instructor and participant is possible. This process helps achieve a positive instructional atmosphere and gives the participant an ongoing feeling of success.

Frequently, participants indicate a lack of confidence in their ability to learn. Implicit in the instructional plan are activities geared to allow the participant to see himself as successful and to help him gain confidence.

While job placement is a goal of the program, evidence that participants have acquired skills necessary to locate job opportunities can be measured by the quality of the job search plans and the number of job interviews obtained by the participants.

## INSTRUCTION

The Older Worker Readiness Centers provide instruction in reading, writing, math, and job search skills for persons over 55 scoring 8.0 or below on the Test of Adult Basic Education.

### Method

The primary mode of instruction, one–on–one peer tutoring, offers the following advantages for participants.

1. The content of the instructional program can be exactly tailored to meet the needs and goals of each participant.
2. The participant is able to progress at his/her own rate.
3. One–on–one tutoring alleviates older persons' fears of returning to traditional classrooms, frequently associated with past failure to learn.
4. Because of similarity in age, participants and instructors share many memories of the past and often a common frame of reference. This shared experience promotes a rapport between participant and instructor and provides a basis for the discussions which accompany reading and writing instruction.
5. The instructors' undivided attention focusing on the participant during sessions creates a very supportive and

motivating environment for the participant and a rewarding one for the instructor.

Center staff keep continuous records of each participant's instructional activities to insure that participants are making progress toward stated goals (see Appendix VI, *Tutoring Record*).

### Materials

Instructional tools include basal reading, writing, and math texts, as well as supplementary printed material and computer software. In addition to their over–all quality, materials were selected because of their appeal to the interests of older persons rather than children or adolescents. (See Appendix I, *List of Instructional Materials*).

### Content

Math instruction focuses on helping participants understand concepts and operations within the context of daily living and writing. The following topics are included: whole numbers (addition, subtraction, multiplication, division), fractions, decimals, percents, graphs, measurement, and word problems.

Reading instruction at beginning levels (0–5th grade) emphasizes the acquisition of word recognition skills (sight words, phonics, structural analysis, context clues and word families) through use of the language experience approach in conjunction with a basal series. Comprehension skills such as recalling facts and details, locating the main idea and supporting details, putting events and ideas in sequential order, and drawing conclusions, are also taught.

At higher levels, vocabulary development and advanced comprehension skills such as drawing inferences and understanding figurative language, are the focus of instruction. At all levels, job search related tasks, such as reading help wanted ads and understanding questions on a job application, are incorporated in the instructional activities plan.

Writing assignments include expressive compositions, allowing the writer to draw upon his personal experience for content, as well as

transactional (practical) job–related assignments, such as applications, forms, letters, and resumes. Staff are trained to teach writing as a process, requesting multiple drafts and treating editing as the final stage. Spelling, punctuation, and usage are taught in the context of the writer's own work, with selected workbook assignments used to clarify understanding of particular problems.

Job search skills include filling out applications, resume writing, practice interviewing and other activities to enable the client to find work. In addition to one–on–one tutoring, a twenty–five–hour, week–long workshop is conducted every six weeks for new clients. (See Appendix VII, *Sample Workshop Program*).

## EVALUATION

While program outcomes include both program and participant progress, the program must first be successful in attracting students and then producing the learning experience. The opinion of participants is also an important part of the overall evaluation.

### Program

The program model discussed here is unique in that it combines two services normally provided separately into a single program. Long range effect of this combined program will be evaluated by job longevity of the participants – the extent to which their acquired skills serve them in their jobs. Immediate benefit of the program is measured in the numbers of students who enroll and the percentage who are retained and complete their instruction.

### Participants

Participants are given an on-going opportunity to describe the extent to which they are satisfied with their experiences in the program and the degree to which the programs meet their instructional needs and goals. Their final evaluation is formally recorded. (See Appendix VIII, *Student Data Sheet*).

Progress is determined by differences measured between the pre– and post–instruction administration of the TABE. This test provides objective measurement of improvement in the areas of vocabulary acquisition, reading comprehension, math computation, and math concepts. In addition, the application of acquired skills is determined by a survey completed by the participants at program entry and exit. The survey requires participants to indicate what type of reading they customarily do, how much time they spend reading and the ease with which they understand the content of documents they read in the course of daily living. (See Appendix IX, *Participant History*).

Participants often come to the program with a limited knowledge of career choices. For this reason, career exploration and realistic identification are incorporated into program activities. The extent to which participants learn of new careers and potential career choices and their ability to delineate these choices,comprise an accurate indicator of progress in this area. The ability to articulate several appropriate career choices quite often enables participants to view the workplace more as an environment of opportunity. This is evidenced by tracking career goals changes throughout instruction.

Job placement is a primary goal of the program. For participants who enroll in the Older Worker Readiness Programs, progress toward that goal can be assessed prior to their completion. Identification of appropriate career choices is one method of assessment. Evidence that participants have acquired the confidence and skills necessary to locate job opportunities can be measured in the number of job interviews obtained by the participants.

Evaluation instruments will be refined to produce more easily analyzed data, as the number of participants completing the program increases. Frequent counts of responses will enable open–ended questions to be reformatted into objective answers.

Target objectives for a person who successfully completes the Older Worker Readiness Program will include, but are not limited to, the following job–related tasks:

- Read and accurately complete a job application form.
- Read newspaper help–wanted ads and other job opening announcements.
- Respond appropriately to common interview questions.
- Employ appropriate dress and body language during the interview process.
- Read and understand common signs, warnings, labels, and notices.
- Follow written and oral directions administered in ordinary language.
- Write simple messages.
- Read job–related instructional materials written in ordinary language.
- Read a time schedule.
- Fill out a time sheet.
- Read a bill of lading.
- Arrange words in alpha order.
- Fill out a simple receipt.
- Read a bus schedule and follow a map.
- Compute sales tax/read a printed tax table.

# LIST OF INSTRUCTIONAL MATERIALS

## BASAL TEXTS

### Reading

| | |
|---|---|
| Contemporary. | *New Beginnings in Reading* |
| Steck-Vaughn. | *Reading Skills for Adults* |
| Scott-Forsman. | *Skills for Reading, Bks. A and B* |

### Mathematics

| | |
|---|---|
| Scott-Forsman. | *Essential Mathematics for Life* |
| Contemporary. | *Number Power* |

### Writing

| | |
|---|---|
| Contemporary. | *Shaping Sentences* |
| Contemporary. | *Life Skills Writing* |

## SUPPLEMENTARY MATERIALS

### Reading

| | |
|---|---|
| Cambridge. | *Adult Literacy Series*<br>*Snapshots: A Collection of Readings for Adults*<br>*Follett ABE Reading Program*<br>*Entering the Reader's World*<br>*Living in the Reader's World* |
| Scott-Forsman. | *Adult Readers Library*<br>*Adult Reading: Comprehension* |
| New Reader's Press. | *The Sundown Collection*<br>*Tales with a Twist*<br>*People and Places*<br>*In the Know*<br>*More Stories*<br>*News for You* |

| | |
|---|---|
| Barnell Loft. | *Profiles of Black Americans* |
| Jamestown. | *Adult Learner Series*<br>*Jamestown Classics*<br>*Disasters*<br>*Heroes*<br>*Monsters*<br>*Phenomena* |
| Fearon. | *Tale Spinners I*<br>*Fastback Crime and Detection Series*<br>*War Flashbacks*<br>*Diaster Flashbacks*<br>*Life Times I* |

**Job Search and Life Skills**

| | |
|---|---|
| Cambridge. | *Know-How Series*<br>*Follett Coping Skills Series* |
| Fearon. | *Careers: Explorations and Decisions*<br>*How To Look Good to an Employer*<br>*The Job Box*<br>*Finding a Job*<br>*Keeping a Job*<br>*Attitudes for Work*<br>*Working Makes Sense*<br>*Budgeting* |
| New Reader's Press. | *To the Point on Money Management (Series).*<br>*Practice in Survival Reading (Series).* |
| Steck-Vaughn. | *Adult Reading Collection*<br>*How to Get a Job and Keep It*<br>*Life-Coping Skills Series*<br>*Family Development Series (Selected).* |
| Janus. | *Job Application File*<br>*Interview Guide*<br>*Job Planner* |
| Changing Times Education Service. | *Practical Job Skills Series* |

**Mathematics**

| | |
|---|---|
| Steck-Vaughn. | *Steps to Mathematics*<br>*Mathematics Practice Series* |
| Cambridge. | *Basic Skills with Math* |

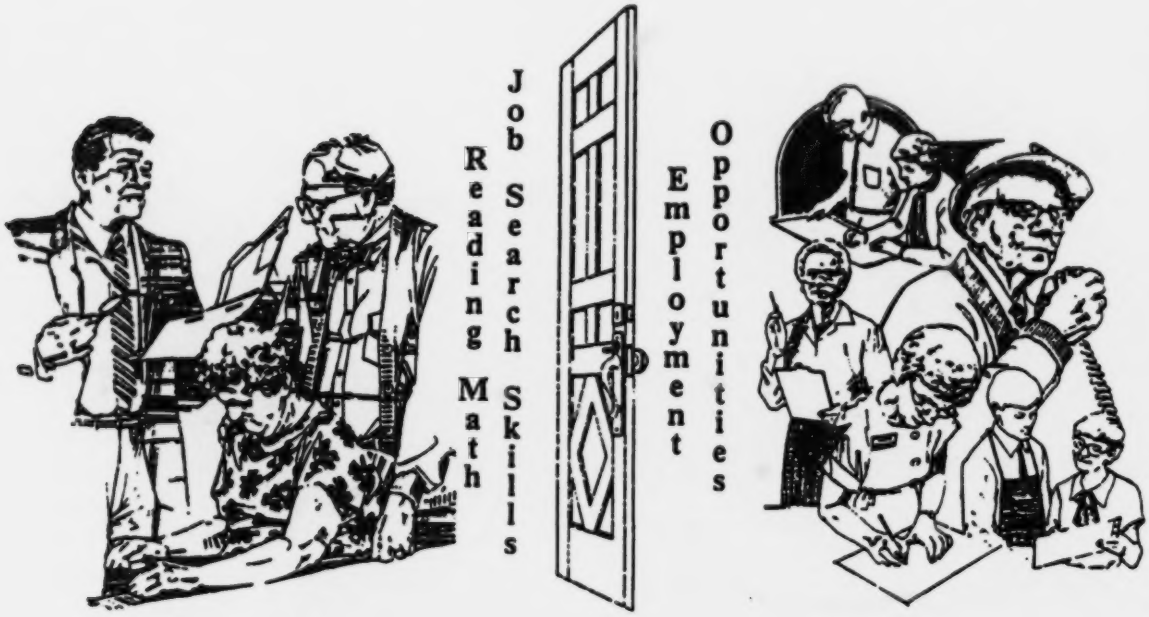
**Writing**

| | |
|---|---|
| Steck-Vaughn. | *Improving Your Handwriting*<br>*Language in Daily Living*<br>*Spelling Steps* |
| New Readers Press. | *Cursive Writing*<br>*Feelings Illustrated*<br>*Feelings, Thoughts, and Dreams*<br>*Writing Activities for Newspaper Readers*<br>*Writing Me*<br>*Write All About It*<br>*Writing to Others*<br>*Filling Out Forms* |
| Cambridge. | *Put It in Writing* |

**Computer Software**

| | |
|---|---|
| Educational Activities, Inc. | *Core Reading and Vocabulary Development*<br>*Fundamentals of Reading*<br>*Our Wild and Crazy World*<br>*Readability Index*<br>*Basic Math Competency Skill Building*<br>*Keyboarding*<br>*Santa Fe Trail*<br>*Math for Everyday Living*<br>*Intro to Math on Computer*<br>*Compu-Solve*<br>*Computer Assisted Writing*<br>*Rov-A-Bot*<br>*How to Read for Everyday Living*<br>*Mystery Maze* |
| Microcomputer Educational Programs. | *Job Readiness Series*<br>*Jobs in Today's World*<br>*Improving Your Self-Concept* |
| Broderbund. | *Bank Street Writer Plus* |

# OLDER WORKER READINESS CENTER




**For people over 55 who want to**

- **Get a job or find a better job**
- **Improve reading and math skills**
- **Receive help with job applications and interviewing**

## CALL: 769-6706

**Sponsored by the Cabinet for Human Resources, Kentucky Literacy Commission and the Department for Employment Services in cooperation with Elizabethtown Community College**

Kentucky Literacy Commission

Kentucky Literacy Commission

# Older Worker Readiness Center

Elizabethtown Community College
College Street Road
Elizabethtown, KY 42701

Patricia Gleich, *Director*
Mary Anne Reiss, *Coordinator*
La Verne Jones, *Senior Trainer*

Dear Personnel Director:

EXPERIENCE
RELIABILITY
DEDICATION TO WORK
WILLINGNESS TO WORK PART-TIME

If you are seeking employees with these qualities, you may be interested to know that _____, _____, _____, and other employers have found older workers, persons 55 and over, to satisfy their employment needs. Some of these workers seek part-time as well as full-time employment in order to supplement social security sincome; others simply have a desire to remain active in the workforce. To their new jobs, older workers bring people-skills, maturity, and a lifetime of work experience.

The Older Worker Program at the Department of Employment Services and the Older Worker Readiness Center at Elizabethtown Community College are assisting persons 55 and older to find employment. The Department of Employment Services has developed a pool of older workers with a variety of work experience, and the Older Worker Readiness Center is providing assistance with basic reading, math, and job search skills for those who need and want such help.

Since many older persons are interested in work other than that which they have previously performed, their new employers may be eligible for on-the-job training contracts, which reimburse the employer one-half of the worker's wage for a period of two to six months. Older workers may be placed in on-the-job training programs for part-time as well as full-time work.

If you, like _____, _____, _____ need dependable, flexible, work-oriented individuals to fill positions in your company or business, call the Department of Employment Services at 769-3316 or the Older Worker Readiness Center at 769-6706 for referrals from the Older Worker Program.

Sincerely,

John Glenn, Older Worker Specialist
Department of Employment Services

LaVerne Jones, Senior Trainer
Older Worker Readiness Center

Kentucky Literacy Commission

# Older Worker Readiness Center

Elizabethtown Community College
College Street Road
Elizabethtown, KY 42701

Patricia Gleich, *Director*
Mary Anne Reiss, *Coordinator*
La Verne Jones, *Senior Trainer*

Dear Pastor:

Do you know this person: an individual over 55 with a limited education and a desire for a job and/or the opportunity for self-improvement?

Because modern American society is youth-oriented, the basic human needs of older persons are often ignored and unmet. Even after a lifetime of work, older persons may lack economic self-sufficiency, the opportunity for personal and intellectual growth, and a sense of self-worth gained through sharing acquired skills and knowledge. When older persons retire from work, lose a spouse, or experience children leaving home, they may feel useless and isolated.

The job search skills program provides assistance in filling out applications, resume writing, and interviewing. Center staff and the Older Worker Specialist at the Department of Employment Services help clients find jobs.

Our tutors, who are also 55 or older, are trained to teach reading to persons who cannot read at all, as well as to those who read at any level through pre-GED. Math and writing instruction are offered on the same levels. All instruction is individualized, depending on the needs and interests of the clients, and is provided in one-on-one tutoring sessions rather than in traditional classrooms. Print and computer instructional materials have been carefully selected for their appeal to the interests of older persons, rather than to children or adolescents.

We are asking your help in making potential clients aware of our program. You can assist us in the following ways:

1) Identify older people in your congregation who may need and want our services and ask these people to call us at 678-0551 or to come by the Center (located two doors down from Penny's at the Somerset Mall.

2) Invite us to speak at a senior citizens group, if your church has one.

3) Place a notice about our program in your church's newsletter (sample enclosed).

4) Post the enclosed flyer where church members will see it.

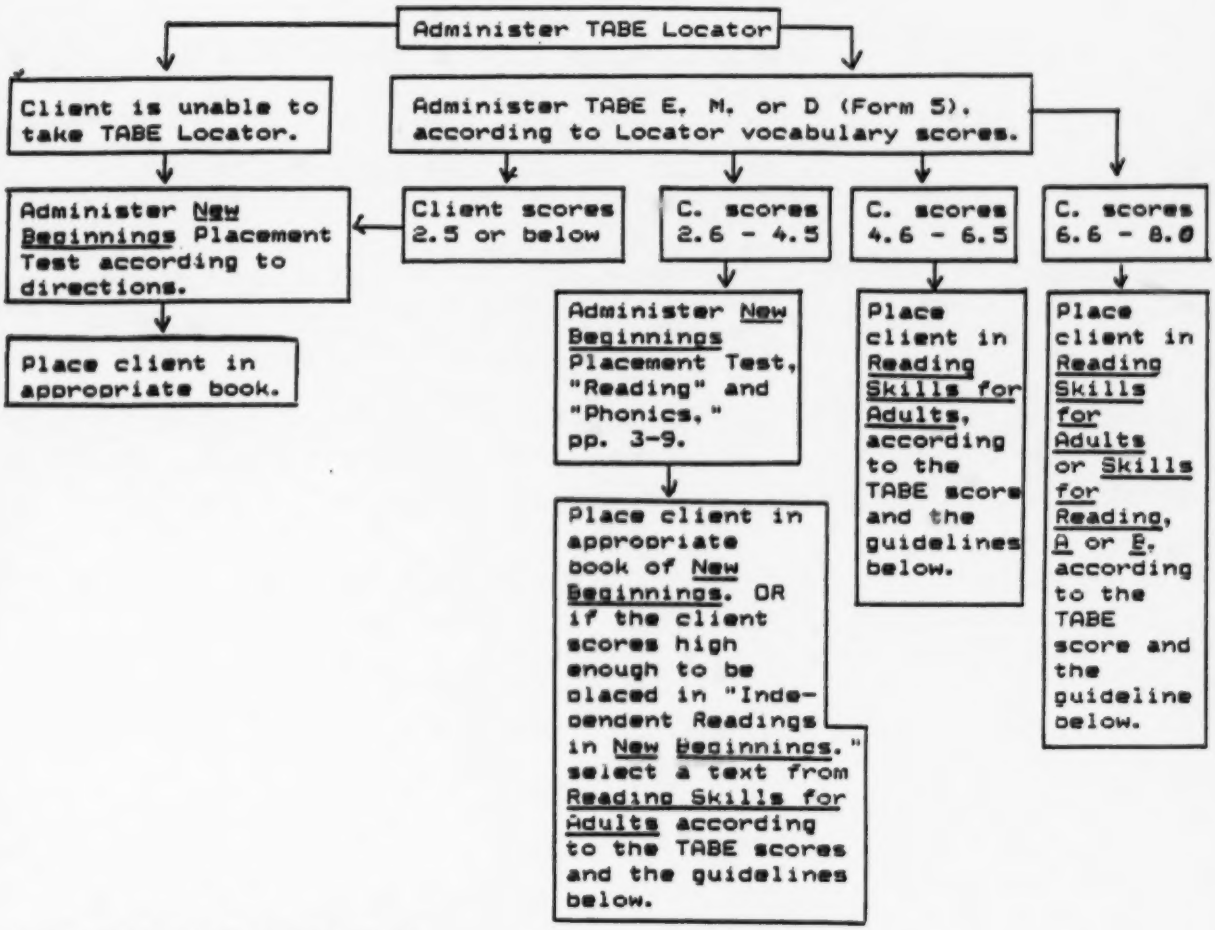
In telling people of our Center, please stress that <u>there is no charge for instructional materials or services</u>.

Improvement in the quality of life for older persons will benefit the entire community, and we are grateful for whatever halp you can provide to make others aware of our program. If you need further information, please call us at 678-0551.

Sincerely,

Mary Anne Reiss,
Program Coordinator

## ENTRANCE TESTING PROCEDURES FOR READING




Reading Skills for Adults:

| | |
|---|---|
| Blue Book: | RL 2-3 |
| Red Book: | RL 3-4 |
| Green Book: | RL 4-5 |
| Brown Book: | RL 5-6 |

Skills for Reading:

| | |
|---|---|
| Level A: | RL 7 |
| Level B: | RL 8 |

Supplementary materials may be used in addition to basal texts; individualized job search reading materials are to be used with all clients, tailored to their interest and ability levels.

COUNSELING RECORD FORM:
OLDER WORKERS' READINESS PROGRAM

Student's Name _____

Tutor's Name _____

Student's Test Scores: Slosson _____

TABE: Form _____

Reading _____ Math _____

Student's Goals

Long Range _____

_____

_____

_____

Short Range _____

_____

_____

_____

Outline of Instructional Plan (include basal and supplemental materials)

_____

_____

_____

_____

_____

_____

_____

_____

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Accomplishments Toward Goals

| Subgoal and Target Date | Date of Accomplishment |
|---|---|
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TUTORING RECORD

Name of Student_____

Name of Tutor_____

| Date | Time | Lesson/Activity | Comments |
|---|---|---|---|
| | From:<br>To: | | |
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OLDER WORKER READINESS CENTER
ELIZABETHTOWN COMMUNITY COLLEGE
ELIZABETHTOWN, KENTUCKY

Job Search Workshop

March 21, 1988

| | |
|---|---|
| 9:00 - Introduction and Welcome - | La Verne Jones,<br>Senior Trainer<br>Older Worker Readiness Center |
| 9:15 - Interest Inventory - | Frances Thompson,<br>Frances Burton,<br>Staff of Older Worker Center |
| 10:00 - Overall View of Older Worker - | Sharon Britton,<br>Coordinator for Education and<br>Older Worker Program<br>Dept. of Employment Services<br>Division for Job Training<br>Frankfort, Kentucky |
| 11:30 - Lunch | |
| 1:00 - Filling Out Applications - | Mary Anne Reiss,<br>State Program Coordinator<br>Older Worker Readiness Center<br>Elizabethtown, Kentucky |

March 22, 1988

| | |
|---|---|
| 9:00 - Resumes and Letters of Application - | Charles P. Spataro,<br>Assistant Professor<br>Career and Placement Counselor<br>Elizabethtown Community College |
| 11:30 - Lunch | |
| 1:00 - "I Can Attitude" - | Dianne Owsley,<br>Associate Professor of Psychology and Sociology,<br>Division Chairperson of Social and Behavioral Science Division,<br>Elizabethtown Community College |

| | |
|---|---|
| <u>March 23, 1988</u> | |
| 9:00 - GATBY - | John Jenkins,<br>Dept. of Employment Services |
| 11:00 - Lunch | |
| 1:00 - Work Habits - | Ann Fulkerson,<br>Day Instructor<br>State Voc. Tech. School<br>Elizabethtown, Kentucky |
| <u>March 24, 1988</u> | |
| 9:00 - Dress & Practical Do's and Don't's | Beth Nickell,<br>Public Relations & Special Services,<br>Elizabethtown Community College |
| 11:00 - Makeup - | Joyce Higgs,<br>Trend Setters<br>Academy of Beauty Culture<br>Elizabethtown, Kentucky |
| 11:45 - Lunch | |
| 1:00 - Interviewing - | Beth Cahaney,<br>Associate Professor<br>Elizabethtown Community College |
| <u>March 25, 1988</u> | |
| 9:00 - Local Employers Speak - | |
| a. Krogers - | Doug Wolz, Manager |
| b. J C Penny Co. - | Warren Hickmont, Manager |
| c. Dow Corning Corp. - | Troy Singer, Personnel |
| 11:30 - Lunch | |
| 1:00 - Individual Counseling - | Participators and Staff |

STUDENT DATA SHEET: OLDER WORKERS' READINESS PROGRAM

Date of Entry_____ Case Number_____

Name_____
(Last) (First) (Middle)

Address_____
(Street) (City) (State)

Telephone_____ Sex: M__ F__ Race_____ SS#_____

Date of Birth_____ Last School Grade Completed_____

Occupation_____ Number of Years Out of School_____

Referred by:
_____Radio
_____Another Student
_____Church
_____Poster, Flyer
_____Employment Office
_____Community Organization
_____Adult Education Staff
_____Other_____

Entrance Test Administered (Check):
_____TABE Locator
_____TABE E5
_____TABE M5
_____TABE D5
_____TABE E6
_____TABE M6
_____TABE D6

Test Scores: TABE: Reading_____ Math_____

Tutor Assigned:_____

**********

Date of Separation_____

Total Instructional Hours_____

Reason for Separation (Check all applicable responses):

_____Completed Objectives
_____Health Reasons
_____Child Care/Family Problems
_____Transportation Problems
_____Unknown Reasons
_____Moved
_____Lack of Interest
_____Other Known Reasons
_____

Participant Achievements (Circle all applicable responses):

_____Imporved Basic Skills for Personal Satisfaction and Increased Self-Confidence
_____Learned to read for the first time
_____Learned Math Skills
_____Entered Another Education/Training Program
_____Obtained A Job
_____Plans to Continue Education
_____Obtained First Drivers License
_____Developed Initiative and Self-Assurance
_____Improved Personal Appearance
_____Learned and/or Improved Job Search Skills
_____Recruited Other Students
_____Read to Grandchildren For The First Time

Exit Test Administered (Check):
_____TABE E5
_____TABE M5
_____TABE D5
_____TABE E6
_____TABE M6
_____TABE D6

Exit Test Scores: TABE: Reading_____ Math_____

Additional Comments:_____

Student Comments:_____

Name: _____

Date: _____

PARTICIPANT HISTORY

Directions for interviewer: Please circle the number of the item that applies.

1. Are you able to read

   a. Fairly well
   b. Not very well
   c. Not at all
   d. Don't know
   e. Refused

2. Are you able to read the following?

| | VERY WELL | FAIRLY WELL | NOT VERY WELL | NOT AT ALL |
|---|---|---|---|---|
| READING | | | | |
| Road signs | | | | |
| Order forms | | | | |
| Catalogues | | | | |
| Shop signs | | | | |
| Billboards | | | | |
| Inventory lists | | | | |
| Warning signs | | | | |
| Medicine labels | | | | |
| Food labels | | | | |
| Clothing labels | | | | |
| Job application forms | | | | |
| Other forms | | | | |
| The newspaper | | | | |
| Headlines | | | | |
| News articles | | | | |
| Feature stories | | | | |
| Editorials | | | | |
| Comics | | | | |
| Sports page | | | | |
| Commercial advertising | | | | |
| Classified advertising | | | | |
| Magazine articles | | | | |
| Magazine stories | | | | |
| Health care pamphlets | | | | |
| How-to directions | | | | |
| Junk mail | | | | |
| Greeting cards | | | | |
| Postcards | | | | |
| Personal letters | | | | |
| Business letters | | | | |
| Books | | | | |

| | VERY WELL | FAIRLY WELL | NOT VERY WELL | NOT AT ALL |
|---|---|---|---|---|
| Religious | | | | |
| How-to | | | | |
| Self-help | | | | |
| Mysteries | | | | |
| Romances | | | | |
| Westerns | | | | |
| Detective | | | | |
| Biographies | | | | |
| Science-fiction | | | | |
| Childrens | | | | |
| Government notices | | | | |
| Bulletin board notices | | | | |
| Job manuals | | | | |
| Textbooks | | | | |
| Time schedules | | | | |
| WRITING | | | | |
| Information on job applications | | | | |
| Information on other forms(insurance, medical) | | | | |
| Personal letters | | | | |
| Business letters | | | | |
| Job application letters | | | | |
| Diaries or Journals | | | | |
| Notes | | | | |
| Lists | | | | |
| Messages(e.g. phone) | | | | |
| Reports | | | | |
| Grievance | | | | |
| MATH | | | | |
| Understand payroll stubs | | | | |
| Understand basic weights and measurements | | | | |
| Give correct change | | | | |
| Determine if you have received correct change | | | | |
| Read time schedules | | | | |
| Count inventory items | | | | |
| Use a calculator | | | | |
| Use the metric system | | | | |
| Read bills | | | | |
| Write checks | | | | |
| Balance a checkbook | | | | |

3. Have you asked others to help you read and write things?

a. yes b. no

4. Are you currently working?

a. yes b. no

5. How many hours a week do you work? _____

6. During the time since you left school, what portion of the time have you been employed?

a. All of the time
b. Most of the time
c. About half of the time
d. Less than half of the time
e. Very little of the time
f. Not at all

7. Are you currently employed full-time, part-time, or not employed?

a. Yes, full-time
b. Yes, part-time
c. No, not employed

8. Are you seeking a different job?

a. Yes b. No

Why? _____

What type of job? _____

## OLDER WORKER PROFILES

NAME: Nettie Wilson--Northern Kentucky Center
AGE: 73
FORMAL EDUCATION: a few months

REASON FOR ENROLLING: After staying home from school to help care for her sick mother and three younger children, Nettie married and cared for her own family, also working outside the home as a dishwasher and housekeeper. Her goal at the Older Worker Readiness Center is to learn to read, write, understand math, and eventually find a job in a daycare center.

PARTICIPANT COMMENT: "You have no idea how embarrassing it is when you're with a group and they ask you what you think about this [a written text]. I have to pretend I know what it says. Now I can figure out signs and work out words that I couldn't before. . . . I can read some of the newspaper now. . . . It's great. I've learned so much since I've been here. And I'm going to keep on learning, too."

NAME: Orbin Vanover--Somerset Center
AGE: 71
FORMAL EDUCATION: second grade

REASON FOR ENROLLING: Mr. Vanover always had a desire to learn, but in the process of working as a coal miner and rearing a family he felt that he didn't have the time. He wants to learn to read, to write his own checks, and to find a part-time job.

PARTICIPANT COMMENT: "You sure are helping me. I can't wait to learn. At night I study on those books, and then I get tired and play with the dog; then I think I'd better get back on those books. Now I can recognize a lot of words without stopping and spelling them out. Now I can add and subtract and even multiply some."

NAME: Raymond Goodman--Elizabethtown Center
AGE: 58
FORMAL SCHOOLING: ninth grade

REASON FOR ENROLLING: The Lincoln Trail Area Development Center (Title V Program) referred Mr. Goodman and another man for a job as an inventory clerk. Since the position required math and record keeping skills, the Elizabethtown Older Worker Readiness Center was asked to test both men in order to determine which was better qualified. Although Mr. Goodman's scores were higher (7.0 in reading and 7.2 in math), the employer requested additional training, especially in math, to insure satisfactory job performance. The Older Worker Readiness Center tutor designed a reading and math curriculum for Mr. Goodman related to specific skills needed for his new job. (After 48 hours of tutoring, Mr. Goodman's retest scores were 9.8 in reading and 10.9 in math.)

PARTICIPANT COMMENT: "I feel more confident in my math work and in myself. I got started reading here, too. Now I like to read on my own."

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